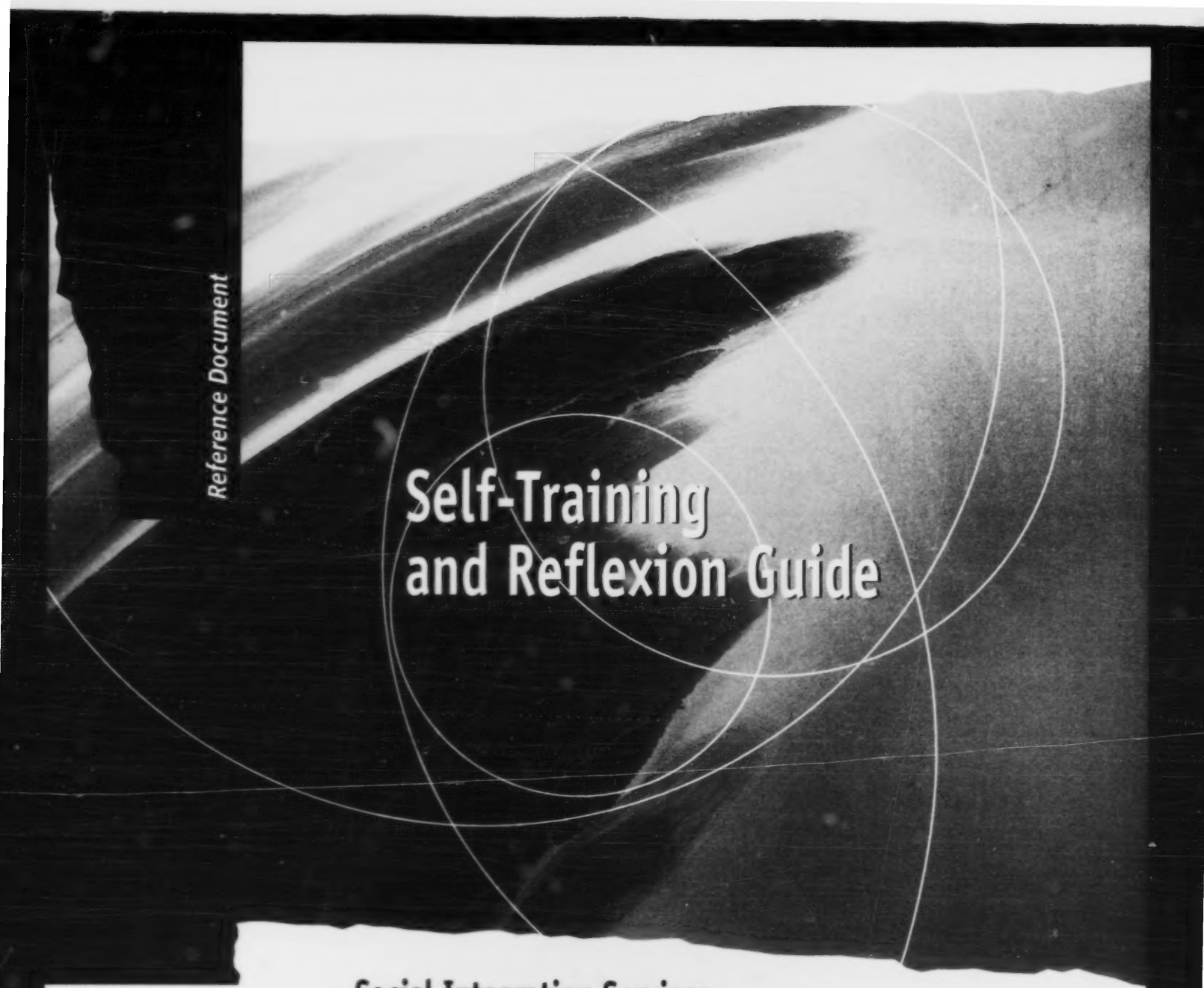

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Self-Training and Reflexion Guide

Social Integration Services

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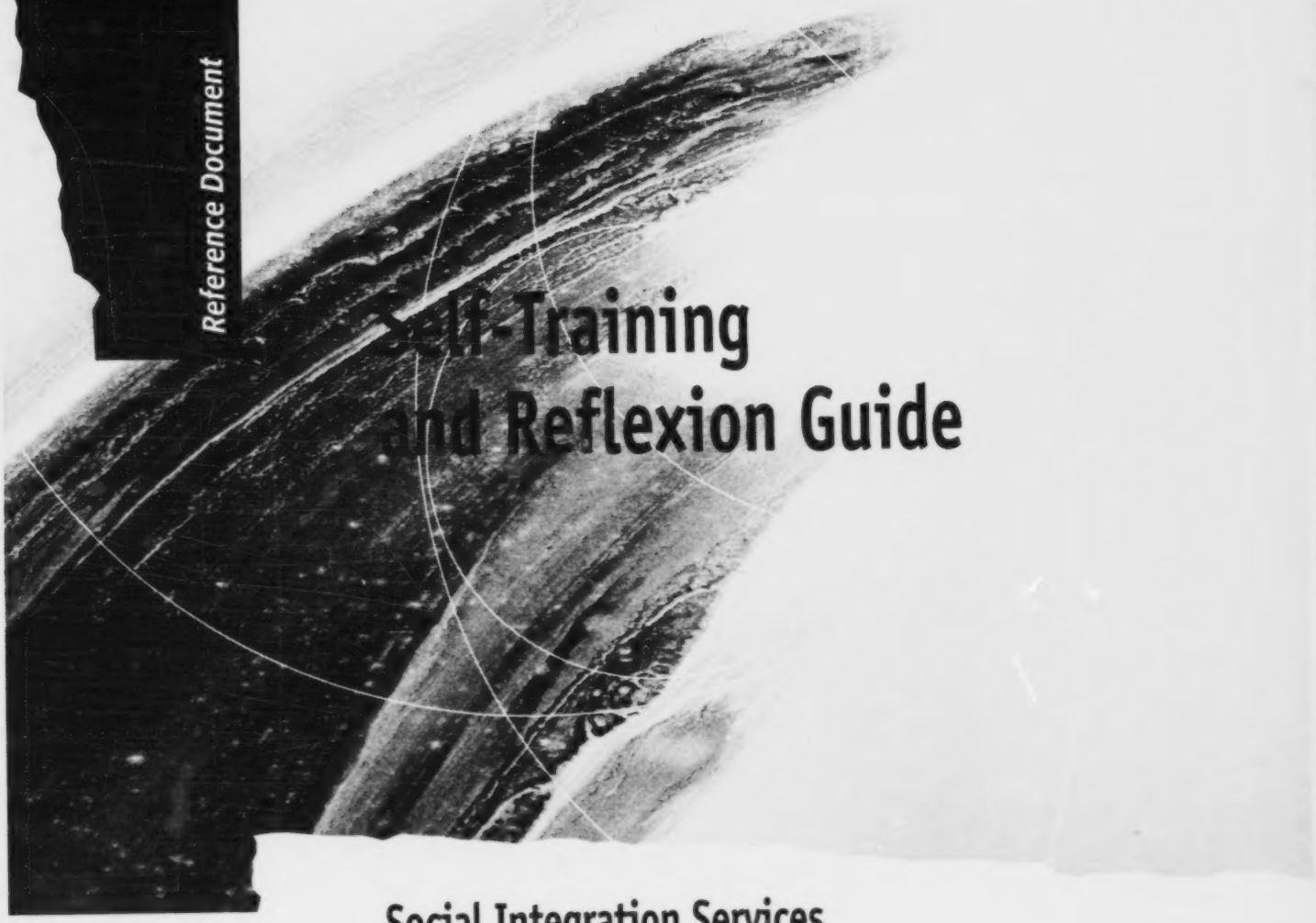

Self-Training and Reflexion Guide

Social Integration Services

Formation professionnelle et technique
et formation continue

Direction de la formation générale
des adultes

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INTRODUCTION

Reasons for using this guide

— You want to set up social integration services.

— You want to take some time to think about your teaching practices.

— You want to understand the specific features of the Social Integration Services program.

— You have questions about the clientele of these services.

— You want to know a method for navigating quickly through the program.

— You have questions about the transfer of learning.

— You have questions about relations with partners.

Suggested self-training process

This guide and the program itself provide a self-training process for finding the answers to these questions. Why a self-training guide? Because we are all responsible for our own learning; we are the agents of our learning. You have your own objectives, based on what is proposed to you. You will select and organize the information that will be useful to you in terms of your own objective. You will also be active in the proposed process, using materials designed to be interactive and drawing on official documents of the Ministère de l'Éducation:

— *Social Integration Services Program*

— *Social Integration Services Organization Guide*

Your first step will be to define your self-training objective in order to apply the learning in your professional practice. In subsequent steps, you will explore the major features of social integration services as they relate to the following aspects:

— the aim of social integration services

— the foundations of the Social Integration Services program: a paradigm shift

— the clientele the program is designed for

— the conditions of admission: decision points

— the transfer of learning and preparation for it

— teaching-learning: some key ideas

— the "sun": a tool for adapting andragogic practices

— relations with partners

Finally, in the last step, you will go back to the original self-training objective and define your plan for future ongoing professional development.

FOREWORD

This guide was produced by a team from the Service de la formation professionnelle et de l'éducation des adultes of the Commission scolaire de Montréal with the cooperation of Ralph Ross, of the Lester-B.-Pearson School Board, for the Direction de la formation générale des adultes of the Ministère de l'Éducation.

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TABLE OF CONTENTS

List of tables

Introduction 1

1. Objective for self-training and reflection 2
2. The aim of social integration services 3
3. A program that demands a paradigm shift 6
4. Clienteles targeted by the program 13
5. Conditions for admission: An indivisible whole 16
6. Transfer of learning and preparation for transfer of learning 19
7. Application of learning 28
8. Teaching-learning: Some key ideas 35
9. Relations with partners: Frequently asked questions 42
10. Assessment of your self-training 43

Correction key 45

TABLES

Table 1 Social integration (p. 9)

Table 2 From the student's social integration project to the list of objectives (p. 10)

Table 3 The integrated pedagogical situation in the Social Integration Services program (p. 11)

Table 4 Connections between the basic aspects of the program and the foundations for a paradigm shift (p. 12)

Table 5 Connections among terms related to the concept of difficulty (p. 15)

Table 6 Admission of adults into the Social Integration Services program on the basis of five characteristics (p. 18)

Table 7 An andragogic model oriented towards the transfer of learning (p. 23)

Table 8 Preparation for the transfer of learning: Anticipation of the transfer (p. 24)

Table 9 Preparation for the transfer of learning: Organization of the transfer (p. 25)

Table 10 Preparation for the transfer of learning: Use of the learning in everyday life (p. 26)

Table 11 Establishment of the student's list of objectives for the transfer of learning (p. 27)

Table 12 Sequence of application in field 2, preparation for the transfer of learning (p. 30)

Table 13 Various arrangements for application of the learning (p. 31)

Table 14 Example of planning for application of the learning (p. 34)

Table 15 The "sun" diagram (p. 38)

Table 16 Situation 1 (p. 39)

Table 17 Situation 2 (p. 40)

Table 18 Situation 3 (p. 41)

1. Objective for self-training and reflection

Before beginning the process proposed in this guide, it is useful to formulate your self-training and reflection objective. You thus give meaning and direction to the process.

To do so, a simple technique is provided for reviewing your objective. You are free to experiment with this technique. If you should choose another way of proceeding, it is important to clearly define your intentions in order to gain the full benefit of the process and apply it in your professional practices.

Technique for defining your objective

— First, summarize the situation you want to change.

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— Define your objective.

Formulate a statement of your objective that has the following characteristics:

- Use positive terms. State what you want to do rather than what you want to avoid.
- Show how you are taking action towards a change.
- Define the context in which the change will take place.
- Remember that the attainment of your objective depends entirely on you.

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— What will you do to attain your objective?

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2. The aim of social integration services

Now define the aim of social integration services. Include the main components and try to understand the lines of force that will determine the development of these services and their program.

Social integration services are provided as part of adult general education. They are defined in the *Basic adult general education regulation*. They are instructional services.

> Social integration services are designed to provide adults experiencing adjustment difficulties of a psychological, intellectual, social or physical nature with access to individualized learning that will enable them to acquire basic social skills and will prepare them for further studies, if they wish to do so. (see p. 15 of the *Social Integration Services Organization Guide*)
>
> Section 9, *Basic adult general education regulation*.

What does each of the components of the aim of social integration services mean to you?
What are its consequences for the organization of these services and for the instruction to be provided?

Social integration services

Meaning	Consequences

Adults with adjustment difficulties of a psychological, intellectual, social or physical nature

Meaning	Consequences

Access to individualized learning

Meaning	Consequences

Acquisition of basic skills

Meaning	Consequences

Activities and role in society

Meaning	Consequences

Where applicable, the pursuit of further studies

Meaning	Consequences

Compare your answers with those provided in the correction key at the end of this guide.

3. A program that demands a paradigm shift

Towards a paradigm shift

When applying the Social Integration Services program, you will have to review your pedagogical practices, especially if they are traditional or are limited to the classroom.

You need to be concerned with what is happening in the students' lives, or the instruction will not be meaningful and will not produce the intended effects. If you have not done so already, you should change your paradigm, which will lead to a profound change in your organization and your teaching practice.

The innovative basic aspects of the Social Integration Services program provide the foundations for your paradigm shift.

Innovative basic aspects of the program

- A program oriented towards social integration into an "ecosystem" and based on preparation for social integration
- A program that can be adapted to the adult learners' social integration projects
- A program oriented towards the transfer of learning and preparation for it
- A program based on cooperation and sharing of responsibilities with outside partners and the use of their input in an integrated pedagogical situation

Exploration of the foundations for a paradigm shift

— **A program oriented towards social integration into an "ecosystem" and based on preparation for social integration**

In exploring this first foundation, you should first study Table 1, "Social integration," which shows the individual in the centre of a large "ecosystem" in which he or she experiences social integration. The individual is organically connected to the "ecosystem" and is in interaction with it. The "ecosystem" includes a community, which constitutes a "micro-ecosystem," as well as society, with its major institutions and complex social rules, which constitutes a "macro-ecosystem."

The individual must constantly adapt to the fluctuations of his or her "ecosystem," which has requirements and expectations of him or her, such as those concerning the exercise of social roles. Furthermore, when new ways or new parameters are involved, the individual makes changes in the "ecosystem." These changes may be beneficial, in which case they are integrated into the "ecosystem," or they may create real disturbances that must be resolved. All this is a matter of balance in the dynamics of the interactive system of a person and the environments he or she belongs to.

You should take the "ecosystem" of each student in the class into account when applying the Social Integration Services program. You prepare the students for social integration, taking into account their specific characteristics in interaction with those of the environments they belong to.

To attain the objectives of the instruction given in social integration services, it is important to master the basic concepts underlying the program. Consult the program for statements defining social integration and the adult's role in society.

- Social integration

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- The adult's role in society

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— **A program that can be adapted to the adult learners' social integration projects**

This second foundation is logically consistent with the first. Since the adult learners are prepared for social integration, you should, according to the andragogic approach, focus on their own plans in interaction with their "ecosystems." You should consider the source and management of the consequences of these plans.

However, you should realize that some facets of the social integration projects may concern other social actors in addition to yourself. You must identify the features of the plan that may be targeted in instruction for social integration.

Table 2, "From the student's social integration project to the list of objectives," describes how to target the educational objectives to be worked on in class. It is important to have a good understanding of the differences between the students' social integration projects, their social and occupational integration plans and their lists of objectives. In fact, the social integration project is carried out within the social and occupational integration plan, which serves as a frame of reference in the students' choice of objectives.

— **A program oriented towards the transfer of learning and preparation for it**

Instruction in social integration changes the everyday life of the adult learners in their living environment. You should be concerned with giving instruction that allows the adults to increase their autonomy in the community and in society. To do so, you should constantly be concerned with the transfer of learning and should direct your actions to this end. You should deal systematically with the preparation for the transfer of learning and the transfer of learning itself in section 6 (pp. 19-27) and section 7 (pp. 28-34).

— **A program based on cooperation and sharing of responsibilities with outside partners and the use of their input in an integrated pedagogical situation**

There are few programs of the Ministère de l'Éducation that involve outside partners, who are sometimes seen as trespassers. In social integration services, you are encouraged to organize cooperation and sharing of responsibilities with the partners.

In fact, the partners make an important contribution to the success of the instruction. They work with the adults outside the classroom, guiding them and helping them with their difficulties with autonomy. They facilitate interactions between the adults with difficulties and their "ecosystems" following changes resulting from the instruction. They help the adults adapt to the environments they belong to, and help these environments adapt to the adults.

Using Table 3, "The integrated pedagogical situation in social integration services," identify the contribution of the partners to the pedagogical situation. This table is based on the systemic model provided by Renald Legendre (1983) in his *Dictionnaire de l'éducation*. You realize that the contribution of the partner, although it is outside the pedagogical situation, provides support for the agent and the subjet in that situation. This contribution makes possible the existence of the pedagogical situation and its optimization in the preparation for social integration.

In order to gain a clear understanding of the contribution of the partners, find the answers to the following questions in the program:

- Who are the partners?

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- What is the role of the partners?

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Compare your answers with those of the correction key at the end of this document (p. 49). Examine your relations with partners in section 9 (p. 42).

TABLE 1

Social integration

"ECOSYSTEM"

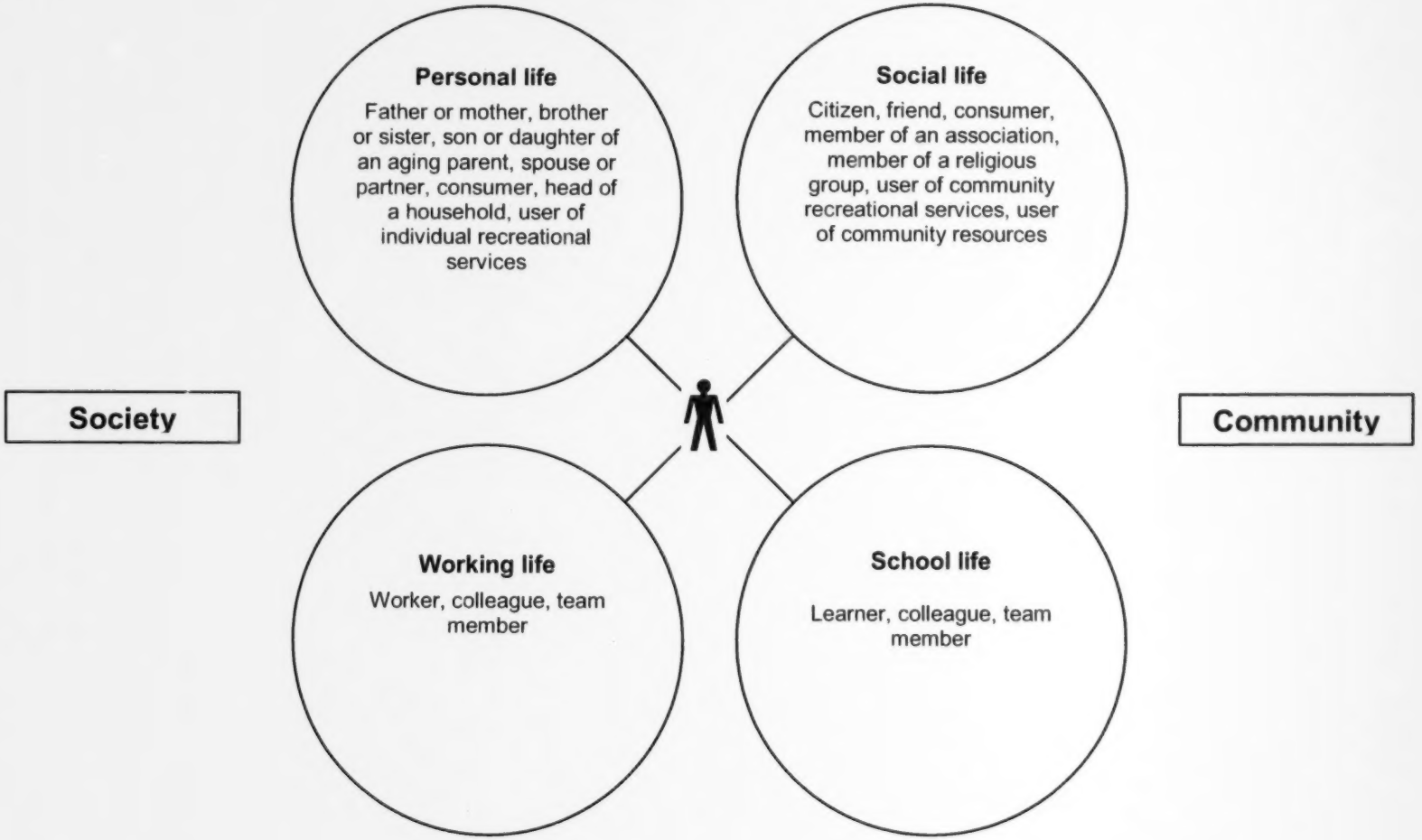

Personal life
Father or mother, brother or sister, son or daughter of an aging parent, spouse or partner, consumer, head of a household, user of individual recreational services
Social life
Citizen, friend, consumer, member of an association, member of a religious group, user of community recreational services, user of community resources
Society
Community
Working life
Worker, colleague, team member
School life
Learner, colleague, team member

TABLE 2

From the student's social integration project to the list of objectives

The social integration project

"The *social integration project* is expressed through a set of intentions characteristic of the adults with respect to the functional exercise of their social roles. These intentions are related to their social integration situations, to their abilities, and to their learning and social adjustment difficulties."

Social Integration Services Program, p. 24

The social and occupational integration plan

"The *social integration project* is made a reality through the *social and occupational integration plan* which includes, among other things, concrete goals for social integration, the list of actions to be taken, and the list of resources required. The social integration project is multidimensional and the learning process of the adult in the Social Integration Services program is one of these dimensions."

Social Integration Services Program, p. 24

The student's list of objectives

"The teacher, with the adult, selects from the learning menu the terminal objectives to be worked on during a given period, taking into account the possibilities and means for transfer of learning and the contribution of outside partners."

Social Integration Services Program, p. 34

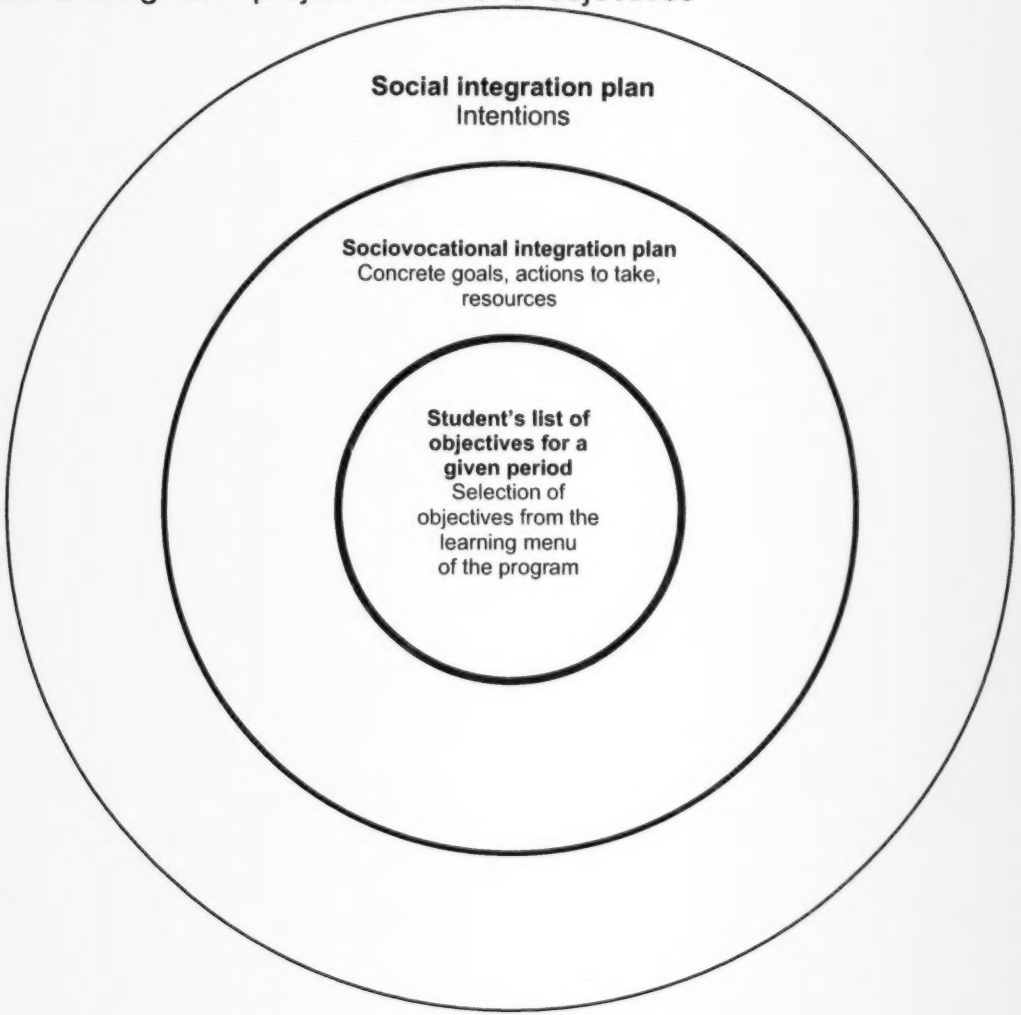
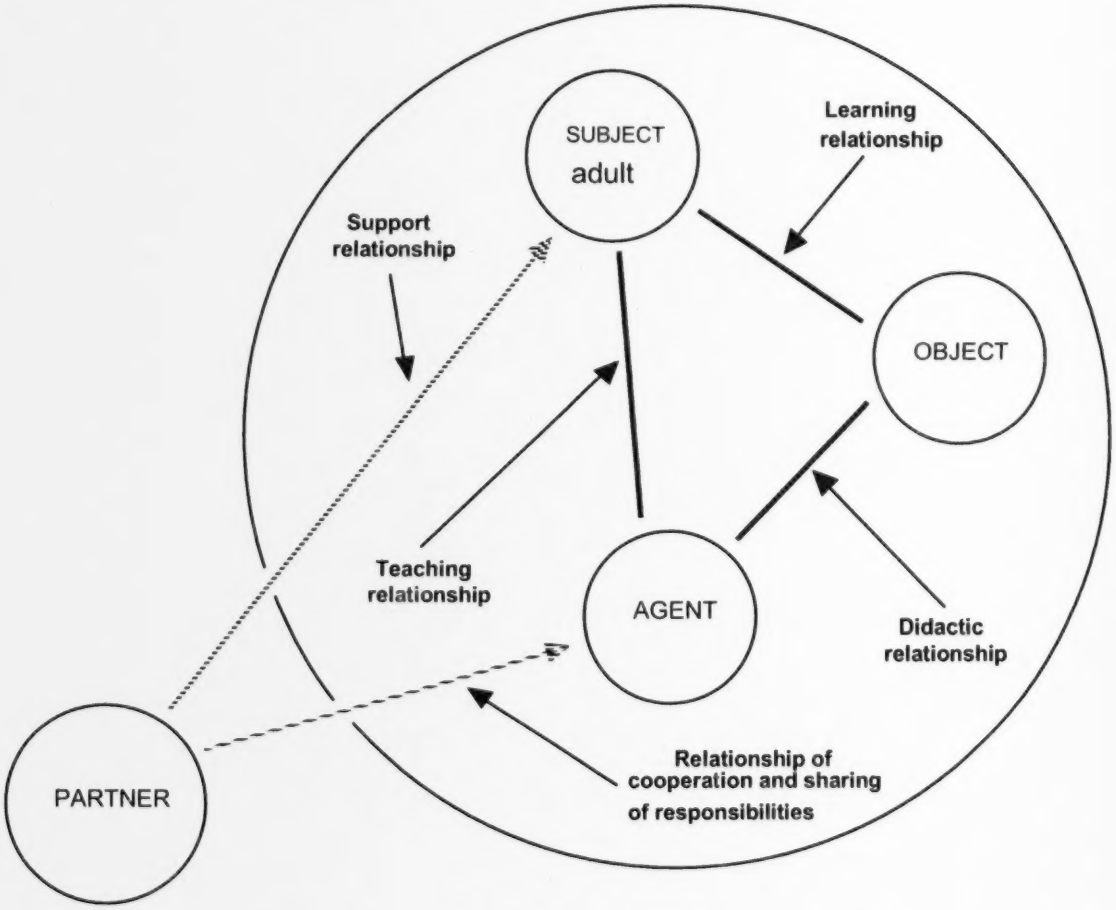

Social integration plan
Intentions
Sociovocational integration plan
Concrete goals, actions to take, resources
Student's list of objectives for a given period
Selection of objectives from the learning menu of the program

TABLE 3

The integrated pedagogical situation in the Social Integration Services program



Adapted from the systemic model developed by Renald Legendre in his *Dictionnaire de l'éducation* (1983)

TABLE 4

Connections between the basic aspects of the program and the foundations for a paradigm shift

PROGRAM	STATEMENT	FOUNDATION 1 A program oriented towards social integration into an "ecosystem" and based on preparation for social integration	FOUNDATION 2 A program that can be adapted to the adult learners' social integration projects	FOUNDATION 3 A program oriented towards the transfer of learning and preparation for it	FOUNDATION 4 A program based on cooperation and sharing of responsibilities with outside partners and the use of their input in an integrated learning situation
AIMS	1. To provide adults with training that will allow them to integrate into society: social integration training	YES	YES	YES	—
	2. To provide appropriate guidance and support for the adults in their social integration learning process through contributions by partners	YES	YES	YES	YES
GUIDING PRINCIPLES	1. A situation involving interaction between the adults, their own respective environments, their spheres of life and the exercise of their social roles	YES	YES	YES	YES
	2. The setting up of a process for solving concrete, immediate problems using reality-based learning	YES	YES	YES	YES
	3. Respect for the adults' characteristics and styles and those of their environments	YES	YES	—	YES
	4. The acquisition and development of varied, numerous, multidimensional individual capacities for social integration by the adults	YES	YES	YES	—
	5. An approach that enables adults to learn to learn, to learn to integrate, and to use their learning	YES	YES	YES	YES
	6. Reliance on support provided by partners with connections to the adults' respective environments	YES	YES	YES	YES
OVERALL OBJECTIVE	To allow adults to have access to a series of objectives appropriate to their social integration plans, their individual situations, and their ways of learning	YES	YES	YES	YES

4. Clienteles targeted by the program

Beyond labels: Many clienteles

The adults targeted by the Social Integration Services program have continuing serious difficulties in learning and social adjustment, as stated in the program (page 21). Look in the program for the definition of difficulties in learning and social adjustment.

— Definition of *difficulties in learning and social adjustment*

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Now look at the concept of difficulty as shown in Table 5, "Connections among terms related to the concept of difficulty." This is a basic concept for a number of reasons:

— It makes it possible to target the specific clienteles the program is designed for. The difficulties experienced by these adults are such that they lead to a marked social disadvantage or handicap that hinders their social integration.

— It delimits the area of instruction of the program, that involving the solution or mitigation of difficulties that hinder social integration. The effect of this will be to eliminate or reduce the social disadvantage and thus to facilitate social integration.

By using the concept of difficulty, you avoid labelling large groups of people with reductive labels or gross generalizations based on the diagnosis of an impairment or a psychosocial limitation. You allow yourself to consider a broad range of clienteles to be served by considering first their difficulties and the handicaps resulting from them.

Some examples of clienteles served in school boards in Québec

— One characteristic that is shared by all the clienteles:

All the clienteles described in the following examples have serious shortcomings in the exercise of their social roles in their personal life, social life, school life or work life. They have little or no autonomy and need preparation for everyday living.

— Some characteristics of the clienteles served:

- People with difficulties because of disabilities resulting from serious mental illness are being discharged from psychiatric hospitals. They have been living in secure custody. They are emotionally fragile and take many medications to control the symptoms of their illness. They have a major need for training in such areas as problem solving, communication, management of daily life, and the personal and social aspects of social interaction.

- People receiving services in alternative mental health organizations have difficulties resulting from disabilities related to serious depression or manic-depressive psychosis. They have experienced major losses in academic learning and their living habits hinder their social integration. They need to relearn such skills as concentration, assertiveness and communication and interaction with others, and to regain control of their everyday lives and use community resources.

- Young people who have had traffic accidents have cognitive difficulties because of disabilities resulting from head injuries. Their whole life is disturbed because they have experienced a serious loss of autonomy and suffer from this loss. They need to learn to develop or relearn metacognitive and cognitive strategies to solve everyday problems.

- Some well-educated people who have had a stroke have become aphasic and have serious difficulties in communication and expression as a result of disabilities caused by brain damage. They must also accept the loss of their former identity, their occupation and their relationships. They need to learn to express themselves using verbal and nonverbal languages, while consolidating their personal and social skills.

- People with difficulties resulting from disabilities caused by an intellectual impairment and who are in the process of moving into an apartment under the supervision of a rehabilitation centre need to learn to manage their daily life, to prepare their meals and to use the community resources of their neighbourhood or village.

- People who are in prison have psychosocial difficulties resulting from disabilities caused by serious social maladjustment. Their personal and social skills are poor. These people lack social guidelines that would allow them to lead a normal functional life outside prison walls. They need to prepare for life in a halfway house or in some cases for normal life.

- Young people who live on the street and have dropped out of the school system and who want to improve their situation have difficulties resulting from disabilities caused by extreme social maladjustment. They experience major crises. Their personal and social skills are seriously lacking. They are emotionally fragile and have little tolerance for frustration. They want to prepare to go back to school.

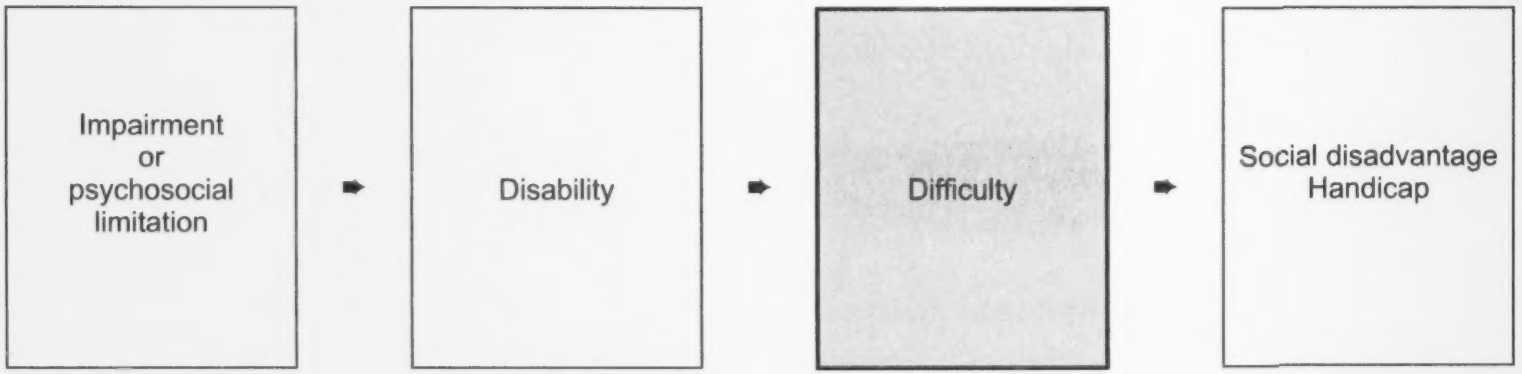
- Young people between the ages of 16 and 18 who are enrolled in adult education centres have major psychosocial difficulties that prevent them from pursuing secondary studies. These young people have difficulties with autonomy and social integration in all spheres of their lives and disabilities resulting from social maladjustment.

- People with difficulties resulting from an intellectual impairment need to acquire functional autonomy in order to gradually take charge of their everyday lives. They have been overprotected by their parents.

And there are many others . . .

TABLE 5

Connections among terms related to the concept of difficulty



5. Conditions for admission: An indivisible whole

Table 6, "Admission of adults into the Social Integration Services program on the basis of five characteristics," summarizes the detailed information provided in the program, pages 19 to 24, and the organization guide, page 19. It presents the five conditions for admission an adult must meet in order to be admissible; these conditions form an indivisible whole. If we admit an adult who fails to meet one of these conditions, the training will be inappropriate, useless or doomed to failure.

The five conditions for admission are combined in a series of verification and decision points that are used in processing applications.

— **Verification and decision point 1**

First condition: Presents continuing serious difficulties in learning and social adjustment.

- Is this an adult with adjustment and learning difficulties?
- Do these difficulties cause a marked social disadvantage that is reflected in problems with autonomy and social integration?
- Do these difficulties result from disabilities caused by an impairment or psychosocial limitation?
- Are these difficulties serious and continuing?

For details on this point, see the *Social Integration Services Program*, pages 21 and 22.

What are your tools and procedure for verifying this point?

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— **Verification and decision point 2**

Second condition: Shows suitability for teaching-learning and an approach favouring group work.

- Does this adult have the personal and social characteristics needed to take part in a training group?
- Do these characteristics make it possible for the adult to take part in the learning process of a training group in the Social Integration Services program?
- Is it possible to find ways to compensate for disabilities that could adversely affect the adult's participation in a training group and a learning process?

For further details on this point, see the *Social Integration Services Program*, page 23.

What are your tools and procedure for verifying this point?

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— **Verification and decision point 3**

Third condition: Shows learning needs in the realm of everyday living and the autonomous functional ability to fulfill his or her social roles.

- Is the adult experiencing problems with autonomy in everyday life? Does he or she need to be supervised by someone in order to carry out adult activities and social roles?
- Can you find a response to the adult's training needs in the skills learning menu of the program?

For further details on this point, see the *Social Integration Services Program*, page 23.

What are your tools and procedure for verifying this point?

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— **Verification and decision point 4**

Fourth condition: Demonstrates a commitment to becoming socially integrated.

- Does the adult have his or her own intentions regarding social integration?
- Does the adult show a willingness to make a commitment to his or her social integration project and is he or she making the necessary effort to participate in the training?

For further details on this point, see the *Social Integration Services Program*, page 24.

What are your tools and procedure for verifying this point?

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— **Verification and decision point 5**

Fifth condition: Has appropriate guidance and support in the learning process by partners with connections to his or her environment.

- Is there someone among the adult's friends and family who is important, available, able and committed to guiding and supporting the adult in the training process?
- Does this person have a positive influence on the adult?

For further details on this point, see the *Social Integration Services Program*, pages 18 and 24, and the *Social Integration Services Organization Guide*, pages 21 and 22.

What are your tools and procedure for verifying this point?

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TABLE 6

Admission of adults into the Social Integration Services program on the basis of five characteristics

1. Presents continuing serious difficulties in learning and social adjustment.

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2. Shows suitability for teaching-learning and an approach favouring group work.

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3. Shows learning needs in the realm of everyday living and the autonomous functional ability to fulfill his or her social roles.

+

4. Demonstrates a commitment to becoming socially integrated.

+

5. Has appropriate guidance and support in the learning process by partners with connections to his or her environment.

N.B.: Admission of an adult to the SIS program does not take place because of an impairment and the psychosocial limitations associated with it, but rather on the basis of the social difficulties and disadvantages experienced by the person.

6. Transfer of learning and preparation for transfer of learning

One of the aims of the Social Integration Services program is for the adults to transfer their learning to their everyday lives. This is a necessary consequence of training in social integration.

In this section, you will familiarize yourself with the basic information in the *Social Integration Services Program* and the *Social Integration Services Organization Guide*. You will think about the transfer of learning as an act of learning. You will design an andragogic model that provides for the transfer of learning by the student to his or her everyday life. You will learn to use field 2, preparation for the transfer of learning.

Basic information

You do not need to reread the basic information in the program and organization guide for social integration services. Instead, you will find this information by using these documents to answer the following questions. Some of the questions will allow you to detail the information you find.

— What condition is required for social integration training to be given?

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— What is the transfer of learning?

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— What requirement ensures that the transfer of learning is maintained?

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— Who is responsible for the transfer of learning? Why?

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— When the program is implemented, at what point should you plan the transfer of learning? Why?

— What is meant by the adults' *own environments*?

— What is the role of the school board in the transfer of learning?

— What is the role of the teacher?

— What is the role of the partners in the transfer of learning?

— What do the partners facilitate by their guidance and support?

— What is the responsibility of the adults in the transfer of learning?

— What is the responsibility of the school board after the transfer of learning?

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Compare your answers with those provided in the correction key at the end of this document.

The transfer of learning as an act of learning

In the Social Integration Services program, it is important to avoid seeing the learning done in class and the transfer of learning to the students' everyday life as unrelated phenomena. It would be equally inappropriate to consider the transfer of learning exclusively as a series of operations that by themselves allow the student to simply move the learning done in class to another environment.

To transfer learning from a learning task to a life task, from a learning context to the contexts of everyday life, from a learning environment to a living environment is something that must itself be learned and that involves the acquisition of new skills. It is thus important to build a bridge between the instruction provided in the program and the performance of activities and the exercise of social roles in the students' everyday life in their own individual "ecosystems." This bridge is the preparation for the transfer of learning to everyday life, which is a personal act by the individual student with the support of the partners—a personal act that can change the dynamics of the student's "ecosystem."

Preparation for the transfer of learning to the students' everyday lives, a transfer in which the students are the major actors, involves a certain number of requirements.

— It is important to plan instruction in which the learning is transferable to situations in everyday life. This has consequences for the way the teachers and students see the tasks the students will have to accomplish in their lives. It also has consequences for the choice of learning objectives for which there are possibilities and means for transferring the learning.

— It is important to plan instruction in which the students are motivated to transfer their learning. The students must be supported in developing a concern for transferring their learning, from the time they enter the program and whenever they undertake new learning. This can have consequences for the choice of the learning objectives that should be included in the students' social integration projects.

— The tasks and contexts in the learning situations and those in the transfer situations have to be related and adjusted to each other in order to eliminate the differences between them or to esablish the new learning needed to master the skills required for the transfer of learning. The transfer of learning may be seen as a problem to be solved or, better, a challenge to be met.

— The students need to acquire transfer strategies and skills. The development of transfer skills is supported by field 1, problem-solving skills, and, especially, field 2, preparation for the transfer of learning.

A model oriented towards the transfer of learning

The transfer of learning must be a constant preoccupation, and your andragogic practices should be applied in accordance with this preoccupation. Familiarize yourself with an andragogic model oriented towards the transfer of learning, a model that meets the requirements described below.

The model comprises two phases:

— preparation for the transfer of learning:

- anticipation of the transfer
- organization of the transfer

— transfer of learning:

- use of the learning in everyday life

An explanation is provided for each phase, with the factors conducive to its success and the cooperation and sharing of responsibilities required between the teacher and the partner.

TABLE 7

An andragogic model oriented towards the transfer of learning

PREPARATION FOR THE TRANSFER OF LEARNING		TRANSFER OF LEARNING
Anticipation of the transfer	**Organization of the transfer**	**Use of the learning in everyday life**
Before training	During training	After training
Plan the training to be given on the basis of the everyday situations in which the learning will consistently be required.	Focus training on the transfer of learning in accordance with field 2, preparation for the transfer of learning.	Obtain information on the results of the transfer of learning.

TABLE 8

Preparation for the transfer of learning: Anticipation of the transfer

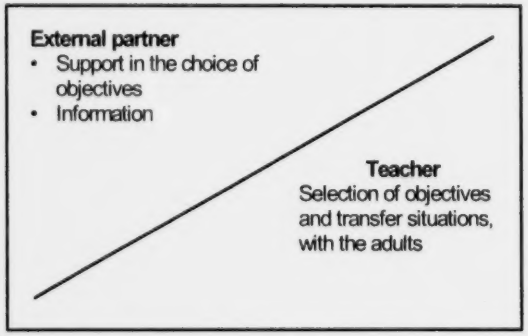
Anticipation of the transfer	Facilitating factors	Cooperation and sharing of responsibilities
Before training Plan the training to be given on the basis of the everyday situations in which the learning will consistently be required. **Aspects to consider** — the dynamics of the adults' "ecosystems" — the adults' social integration projects in relation to the dynamics of their "ecosystems" — the adults' social and occupational integration plans — the students' lists of objectives — the adults' motivation to transfer the learning	— Target learning objectives to be included in the students' lists of objectives, taking into account the possibilities and means for the transfer in everyday life and the support of the partners. — Identify the everyday situations targeted by the transfer and define: • the tasks • the context • the skills — Anticipate the effects of the training on the dynamics of the adults' "ecosystems": • obstacles • constraints • changes • resources	**Partner** — Provide support in the choice of learning objectives. — Provide information on the everyday situations to be selected for the transfer. **Teacher** — Select the learning objectives, with the adults. — Select the everyday situations for transfer, with the adults. 

TABLE 9

Preparation for the transfer of learning: Organization of the transfer

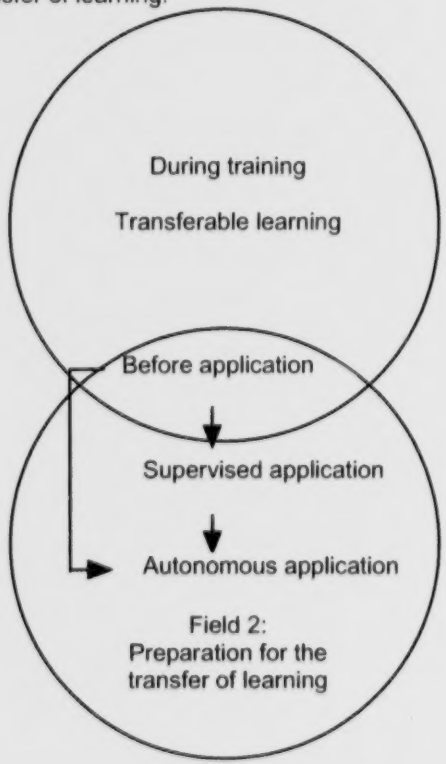
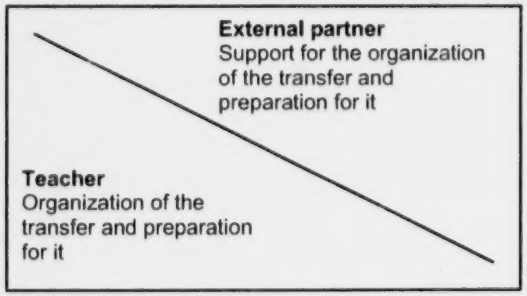
Organization of the transfer during training	Facilitating factors	Cooperation and sharing of responsibilities
Focus training on the transfer of learning in accordance with field 2, preparation for the transfer of learning.  	— Focus training on the transfer of learning by means of: • a customized, global approach • an approach that favours the development of metacognitive strategies and transfer strategies • the use of various means to compensate for or remedy difficulties • reality-based andragogy • project-based andragogy • the use of a variety of environments for learning — Guide the adults in developing competence in everyday situations in their "ecosystems" until they attain autonomy. — Adjust or readjust the use of the learning to the specifics of the everyday situations and the dynamics of the "ecosystems"; make changes where necessary so that the adults can adapt to their living environments or modify the environments so that the adults can be functionally integrated into them. — Eliminate obstacles and constraints, and focus on resources.	**Teacher** — Organize and prepare for the transfer. **Partner** — Support the organization of the transfer and preparation for it. — Facilitate mutual adaptation between the adults and their "ecosystems," taking into account changes causes by the training. 

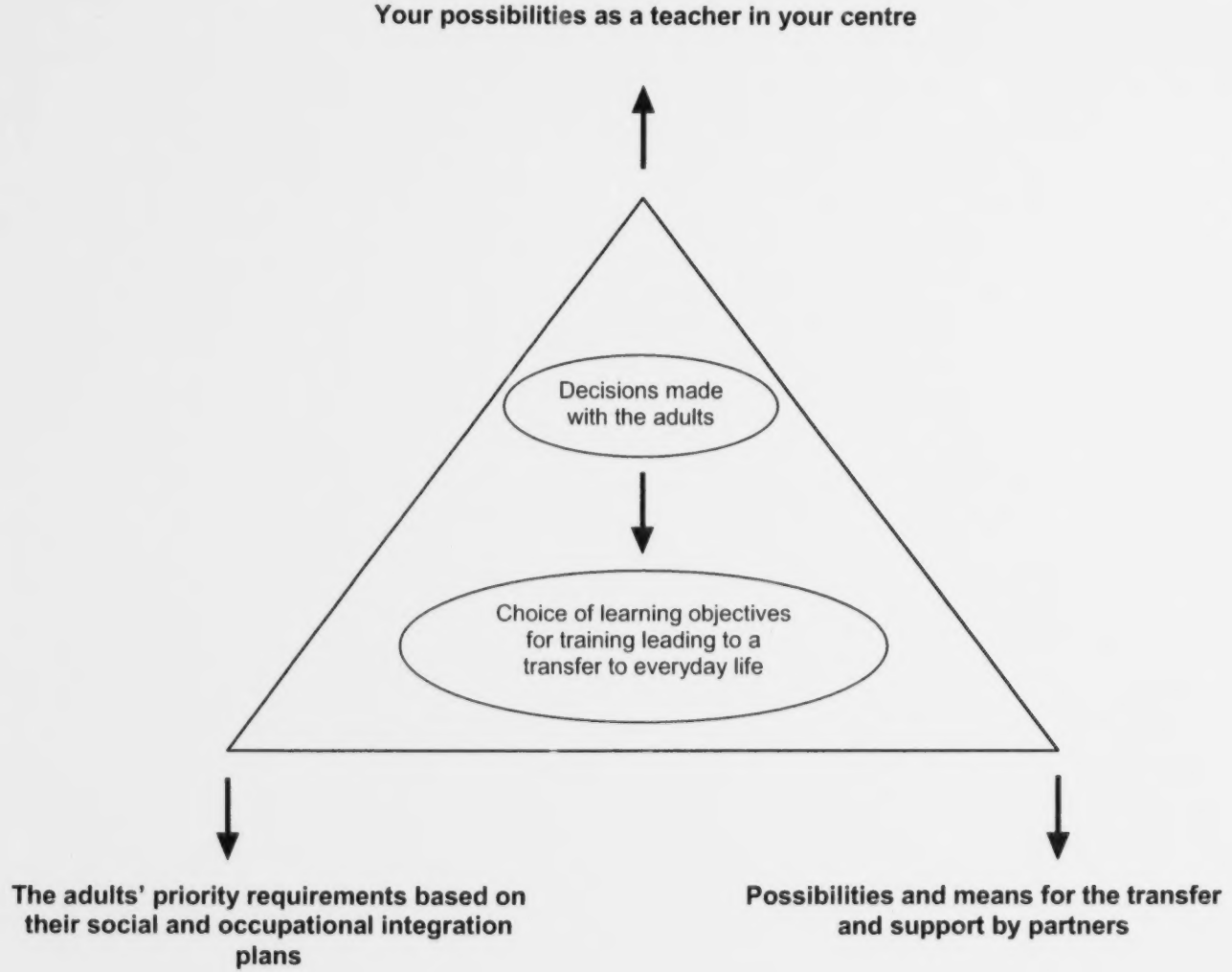
TABLE 10

Preparation for the transfer of learning: Use of the learning in everyday life

Use of the learning in everyday life	Facilitating factors	Cooperation and sharing of responsibilities
After training Obtain information on the results of the transfer of learning. **Aspects to consider** — the consolidation of the learning process the adults will use in the program — the achievement of the adults' social integration projects and social and occupational integration plans	— Arrange for support by partners in the adults' use of their learning in everyday situations, where necessary. — Provide follow-up to the training if necessary.	**Partner** — Support the adults, if necessary, in using the learning in everyday life. — Give the teacher information. **Teacher** — Find out from the partner how the adults are using the learning in their everyday lives. **Partner** Support for the adults, if necessary, in using the learning in everyday life

TABLE 11

Establishment of the student's list of objectives for the transfer of learning


Your possibilities as a teacher in your centre
Decisions made with the adults
Choice of learning objectives for training leading to a transfer to everyday life
The adults' priority requirements based on their social and occupational integration plans
Possibilities and means for the transfer and support by partners

7. Application of learning

The use of field 2, preparation for the transfer of learning—basic information

— details of the organization and supervision of the application of the learning

— sequence of field 2, preparation for the transfer of learning

— various arrangements for the application of the learning

— suggestions for supervision of the application

In this section, you will learn to organize and supervise the adults' application of the learning in field 2, preparation for the transfer of learning. You will begin by familiarizing yourself with basic information on organizing the application of the learning. Then, you will find out how to establish the sequence of the application in accordance with the themes in field 2. Next, you will obtain information on the various arrangements for application and suggestions concerning the supervision of the application. Finally, you will familiarize yourself with an example of the use of application of learning by a group of trainers.

Basic information

— Preparation is made for the transfer of learning by using the course codes SIE-Z025-0 and SIE-Z026-0. The application of the learning is entered in the students' timetables.

— The time suggested in the MEQ document *Sanction des études des adultes en formation générale, Liste des cours* is 75 hours for each code. However, the management of learning time is a local responsibility within the fixed budgetary allocation.

— Application may take place at any time in the year, subject to the provisions of Division III of the *Basic school regulation respecting educational services for adults in general education* (O.C. 732-94, May 18, 1994, *Gazette officielle du Québec* vol. 126, no. 23 (June 8, 1994).

  The supervision of application on holidays may be determined by a local agreement, if necessary.

— Confirmation of the students' presence during application, for purposes of attendance records, should follow the directives of the DGFA circular *Pièces justificatives aux fins de contrôle des effectifs scolaires jeunes et adultes de la formation générale et de la formation professionnelle dans les commissions scolaires*. This circular should be checked every year.

Details of the organization and supervision of application

— The teacher's role is changing. What are its main aspects?

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— What are the variables that may affect the organization of application?

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— Others:

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Sequence of field 2, preparation for the transfer of learning

The diagram on the next page provides a sequence of the application in field 2, preparation for the transfer of learning. Referring to pages 81 to 89 of the *Social Integration Services Program*, fill in the rectangles in the diagram. To do so, ask yourself the following questions:

— In what order should the themes in field 2 be dealt with?

— In what environments and under what conditions should the components of field 2 be dealt with?

— At what point should the transfer take place?

The elements to be placed in the diagram are the following:

— transfer
— in the living environment
— supervised application of the learning
— in the learning environment
— autonomous application of the learning
— in a group
— individually with guidance or autonomously
— transfer
— before application
— in the students' own environments
— in a group
— transfer
— individually

The correction key for Table 12, "Sequence of application in field 2, preparation for the transfer of learning," below, may be found at the end of this document. It shows the appropriate sequence of the application.

TABLE 12

Sequence of application in field 2, preparation for the transfer of learning

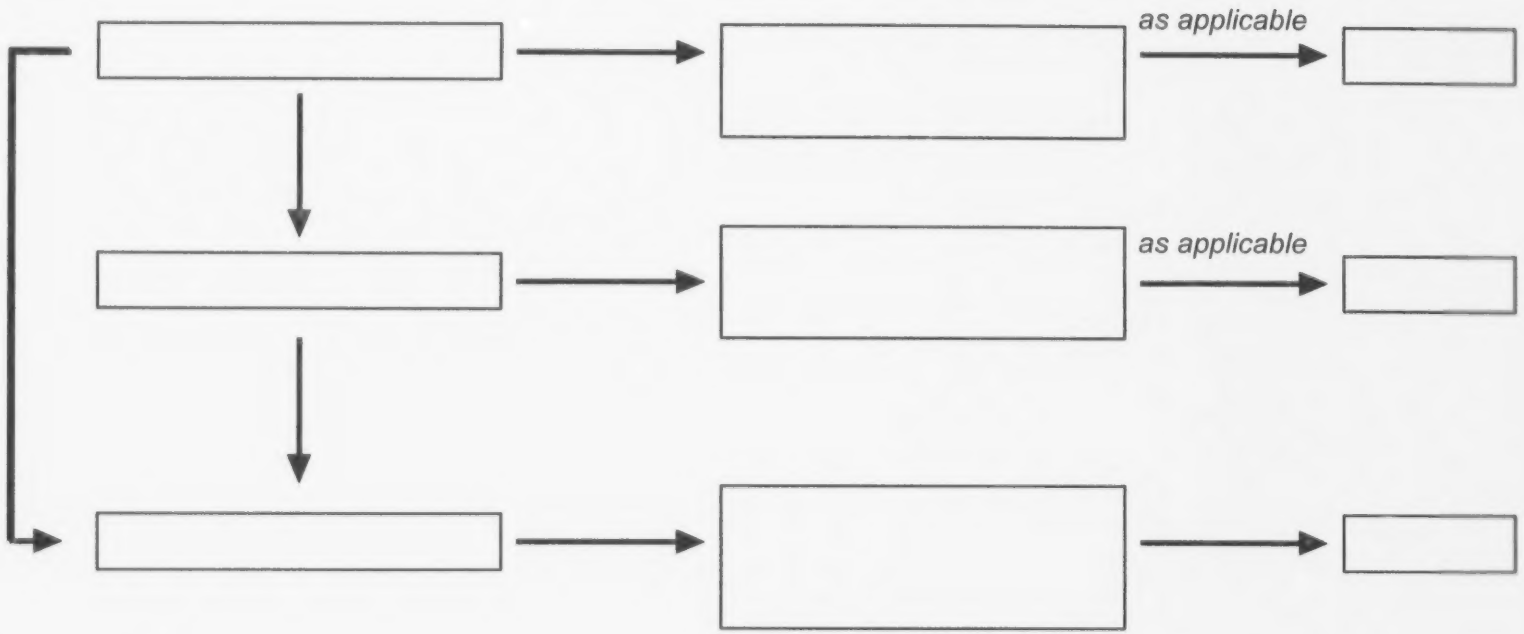

TABLE 13

Various arrangements for application of the learning

Examples of arrangements	Students in the class	Students in supervised application	Students in autonomous application
— Preparation for application	(14 students)		
— Supervised application at the same time and place for all students in the group		(14 students)	
— Supervised application at the same time and place for part of the group (6 students) and autonomous application for the other students (8) at the same time but in different places		(6 students)	(1)(1)(1)(1) (1)(1)(1)(1)
— Supervised application for each student, one at a time, and autonomous application at the same time but in different places for the rest of the group		(1)	← (1)(1)(1)(1)(1) (1)(1)(1)(1)(1) → (1)(1)(1)
— Autonomous application for all students in the group at the same time but in different places			(1)(1)(1)(1)(1)(1)(1) (1)(1)(1)(1)(1)
— Supervised application at the same time but in different places for some students (5), autonomous application at the same time in different places for others (4) and classroom training for others (5).	(5 students)	(1)(1)(1)(1)(1)	(1)(1)(1)(1)

NOTE: — The group given as an example consists of 14 students. The symbols 🧍 and 🧍 each represent one student. The material in parentheses shows the grouping of the students according to whether they are in the whole group, in subgroups or working individually.

— All the students are considered as being present in training activities in all the arrangements shown.

Suggestions for the supervision of application

Before supervised or autonomous application:

1. Determine the nature of the learning to be transferred to the students' environments on the basis of the students' lists of objectives.

2. Help the students prepare for the transfer of learning, using the theme "Before application" in field 2, preparation for the transfer of learning, parts A and B.

3. Establish a plan for application with each student: tasks to be carried out in the students' own environments, tasks requiring the use of skills acquired in training, with or without the use of means to compensate for or remedy difficulties. To do so, use objectives 2.A.6 and 2.B.7 of the same field in the students' learning activities (*Social Integration Services Program*, pp. 81, 84 and 87).

4. With the students, identify the difficulties, constraints and appropriate support resources, including support by the partner. To do so, objectives 2.A.7, 2.A.8, 2.B.3, 2.B.6 and 2.B.7 of the same field may be used in the students' learning activities (*Social Integration Services Program*, pp. 81, 84 and 87).

5. With the adults, determine a way to verify whether they have succeeded in the application of the learning. To do so, use objectives 2.A.6 and 2.B.7 of the same field in the students' learning activities (*Social Integration Services Program*, pp. 81, 84 and 87).

6. Communicate with the partner in order to work together on the type of guidance and support he or she should provide in each situation.

7. In the case of autonomous application, prepare a document to be used for evaluating the application activities.

8. Determine the means of verifying the adult's participation in the application activities planned.

Supervised application of learning (parts A and B)

During application

1. Put the students in supervised application situations based on the application plan. These situations may sometimes require the presence of the partners and discussions with them. Terminal objectives 2.A.10, 2.A.11, 2.B.9 and 2.B.10 are used in the learning activities at this stage (*Social Integration Services Program*, pp. 81, 85 and 88).

2. Depending on the difficulties, carry out the students' training in their own environment in order to facilitate their adaptation to the environment or to adjust the environment to the students' individual needs, capacities, objectives and difficulties.

3. Help the adults verify whether they have succeeded in the application. Objectives 2.A.12 and 2.B.11 of the same field may be used in the supervised application activities (*Social Integration Services Program*, pp. 81, 85 and 88).

4. Discuss with the partners any adaptations or conditions required in the students' environment for the lasting use of the learning in everyday situations.

After application

1. Assess the follow-up to be provided to the supervised application: further training in a group, autonomous application or transfer of learning if a student is ready.

Autonomous application of learning (parts A and B)

During application

1. Arrange for the students to be in situations for the autonomous application of learning in their own environments, to carry out their application plans and to verify whether they have succeeded in the application. These situations may sometimes require the presence of the partners and the use of means to compensate for or remedy difficulties.

   Terminal objectives 2.A.13, 2.A.14, 2.A.15, 2.B.12, 2.B.13 and 2.B.14 are used for application activities at this stage (*Social Integration Services Program*, pp. 81, 86 and 89).

2. Have the students talk about the results of their application in a group discussion: skills ready to be transferred, facilitating factors, constraints, etc. Objectives 2.A.16 and 2.B.15 may be used in the learning activities (*Social Integration Services Program*, pp. 81, 86 and 89).

3. Discuss with the partners any adaptations or conditions required in the students' environments for the lasting use of the learning in everyday situations.

After application

1. Gather proof that the adults have taken part in their application activities.

2. Fill out the document used in evaluation of the application activities, with the cooperation of the partner where appropriate.

3. Assess the follow-up to be provided to the application: further training in a group, development of skills consolidating those ready for transfer, or transfer of learning if a student is ready.

TABLE 14

Example of planning for application of the learning

Field of generic skills — Field 3: Communication skills. Theme: Written communication / written expression. **Fields of specific skills** — Field 7: Management of daily life. Theme: Consumerism and shopping. — Field 12: Diet and personal care. Theme: Diet.	Group of 14 students Social roles: Consumer, householder, user of community resources. The students become autonomous in purchasing their food and household products. They learn to do their shopping using a grocery list.
Application plan 1. Take an inventory of foods and household products. 2. Plan menus. 3. Make a shopping list based on the student's needs and budget and store circulars. 4. Respect the shopping list and choose foods on the basis of the student's needs. 5. Select foods that offer the best price-quality ratio: products on sale, lowest prices, cheapest brands and sizes, etc. 6. Check best-before dates. 7. Read the labels of products. 8. Use a shopping basket. 9. Move throught the aisles in an organized way. 10. Pay for purchases. 11. Use coupons. 12. Bag the groceries.	**Before application** The teacher takes the students to a grocery store to introduce them to grocery shopping. The teacher shows them the tasks to carry out and explains or demonstrates how to do so. The teacher uses real-life situations to facilitate learning. Beforehand, the students have, where appropriate, received training in class on the following themes: written comprehension; written expression; consumerism and shopping; numeration, operations and the use of money; budget and bills; diet; etc. They have also received training related to the objectives of the theme "Before application."
Supervised application of learning (parts A and B) The students do their shopping at the grocery store under the supervision of the teacher.	**Autonomous application of learning (parts A and B)** The students first do their shopping with the support of their partners. Later the students do their shopping alone.

8. Teaching-learning: Some key ideas

A central idea: Teaching-learning is focused on the transfer of learning

Your teaching-learning model is focused on the transfer of learning to everyday situations. From the planning of teaching to the summative evaluation of learning, all your andragogic practices target the application of the learning in the adults' everyday lives.

Thus, before the training, you are concerned with selecting terminal objectives that you know will be useful to the adults in terms of making significant changes in their daily life. When selecting these objectives, you know the possibilities and means for the transfer of learning, as well as the support for the transfer to be provided by the partners.

In the training situation, you give teaching-learning a meaning that allows the adults to understand how the learning is useful and how they can use it in their everyday life. You use teaching-learning strategies and methods that consolidate the construction of knowledge schemas and the development of behaviour appropriate for social integration situations.

All your teaching leads to preparation for the transfer of learning, and you lead your students to become increasingly autonomous, specifically through the use of supervised and autonomous application of learning.

Some key ideas underlying the central idea

— **A customized, global approach**

Your teaching-learning approach is rooted in a customized, global approach, using the learning menu of the Social Integration Services program. It is based on an analysis of the social integration tasks in everyday life in relation to the adults' needs.

You use the fields of skills of the program in an integrated and decompartmentalized way in selecting terminal objectives and constructing learning activities. In practice, your learning activities involve two or more fields of learning.

— **An approach fostering the development of cognitive, metacognitive and transfer strategies**

In order that the adults may learn to learn, learn to integrate and use what they learn, you use a teaching-learning approach that fosters the development of the adults' intellectual autonomy. To do so, you design andragogic situations with many demonstrations and explanations in order to highlight the connections between the tasks to be carried out, the strategies to be used, the expected results and the expected performance. You teach the adults to manage their own everyday problem solving consciously and deliberately, using support resources if necessary when the adults have cognitive limitations or deficits.

— **The creation of conditions to remedy the effects of learning and social adjustment difficulties**

The cornerstone of your teaching-learning model is dealing with learning and social adjustment difficulties. You create conditions to remedy the effects of these difficulties on the adults' learning and social adjustment process.

As a teacher, you are responsible for planning, managing and controlling these conditions. You create ways to attain an objective, taking into account the adults' social, emotional and cognitive functioning. When a difficulty cannot be resolved by the customary teaching practices, you allow the use of support resources in order to fulfill the social integration task, without resorting to extreme measures.

— **A reality-based pedagogy**

Your teaching-learning model is that of a reality-based pedagogy that aims to carry over as rapidly as possible to the natural context of the students' own environments, in their daily life. This kind of pedagogy favours the transfer of learning to the students' environments. The support of the environments is thus indispensable.

— **A project-based pedagogy**

Your teaching-learning model draws in large part on a project-based pedagogy that permits the individualization of learning. It uses a strategy that targets the development of social integration projects that include an integrated, decompartmentalized set of terminal objectives. These projects concern real, concrete, immediate problems. While calling for cooperation, they entail respect for individual situations.

— **The use of a variety of teaching contexts**

You use a variety of learning contexts including the customary ones but also those in the students' own environment. By doing so you facilitate the transfer of learning as an act of learning while compensating for the adults' difficulties.

— **A teaching-learning model in the form of a spiral**

Your vision of teaching-learning is that of a spiral that develops as the adults integrate their learning into their cognitive structure. In your teaching-learning approach, you see that the adults constantly use their acquired learning as the basis for new learning that will allow them to handle social integration situations of increasing complexity, richness and multidimensionality.

A tool to facilitate the planning of teaching-learning: The "sun" diagram

The "sun" diagram shown in Table 15 is designed to help you navigate through the Social Integration Services program. It allows you to implement the key ideas we have just explored: customized approach, project-based pedagogy, reality-based pedagogy, etc. It is used as follows.

— **The centre of the "sun"**

The centre of the "sun" represents a simple or complex learning project, which may concern an adult learner or a group of adult learners. It is up to you as the teacher to place at the centre of the "sun" what the students propose to do. This project may take the form of exercising a social role in a given context, acquiring a skill, carrying out a task or taking part in a social integration situation.

— **The rays of the "sun"**

Each ray of the "sun" represents a field of skills to explore or exploit to carry out the proposed activity.

Depending on the nature of the project you have selected, you will explore each of the rays of the "sun," reviewing each of the themes and the terminal objectives. You select the themes and terminal objectives that are useful for the success of the project. In selecting them, you take into account the social integration tasks required, the conditions for carrying out these tasks, the context in which the tasks are being carried out, the profile of the student or group of students, etc. By the end of this exploration, you will have considered all the aspects of the program that contribute to the implementation of the project. You will have a list of themes and terminal objectives that will be usefull in the planning of teaching-learning.

Experiment with this tool using situations 1, 2 and 3 shown in the following pages (pp. 39-41).

In light of the above and of your experimentation with the "sun" diagram, write down your thoughts concerning the improvements you plan to make in your teaching-learning in social integration services.

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TABLE 15
The "sun" diagram

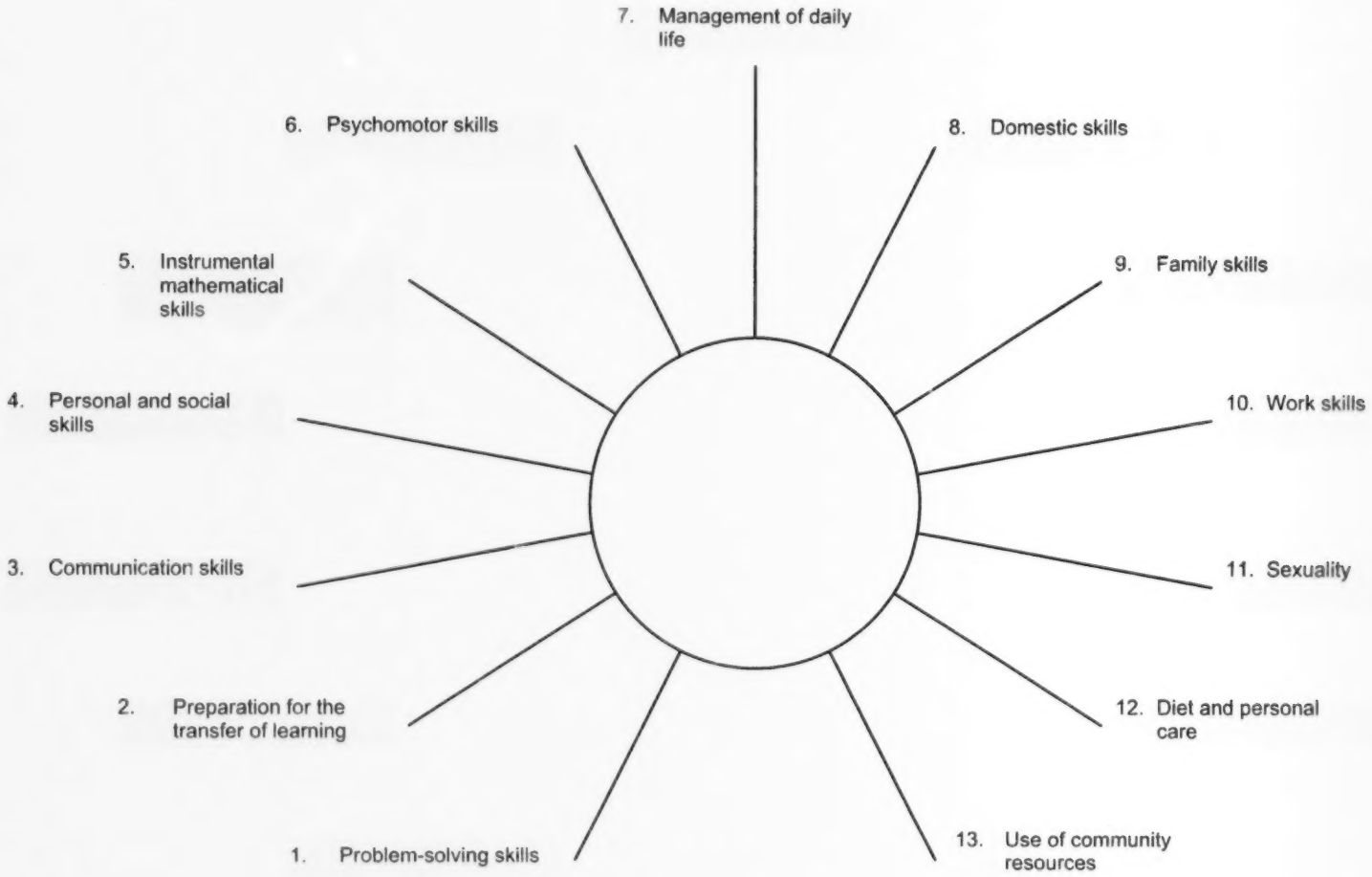


TABLE 16

Situation 1

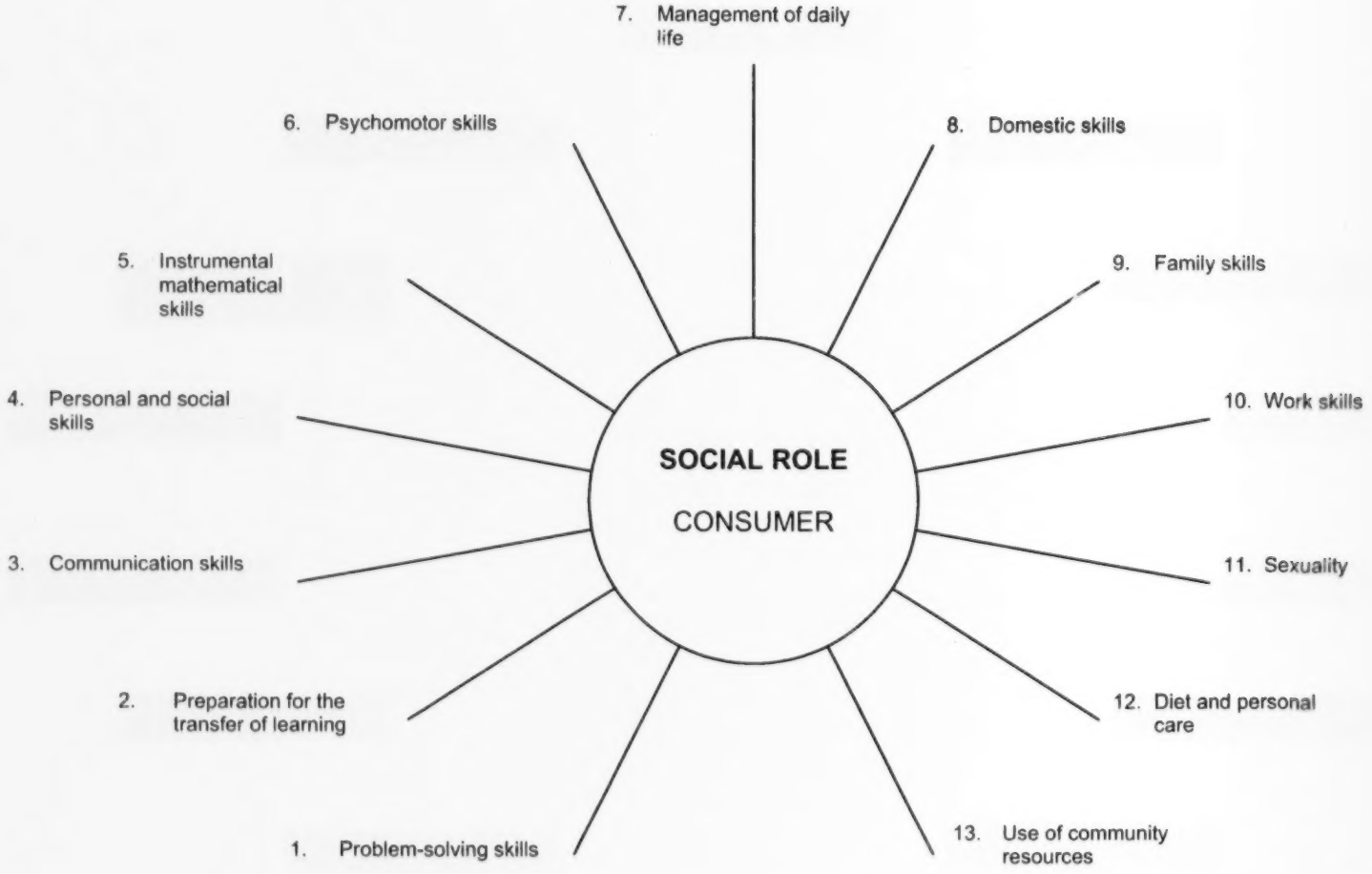


TABLE 17

Situation 2

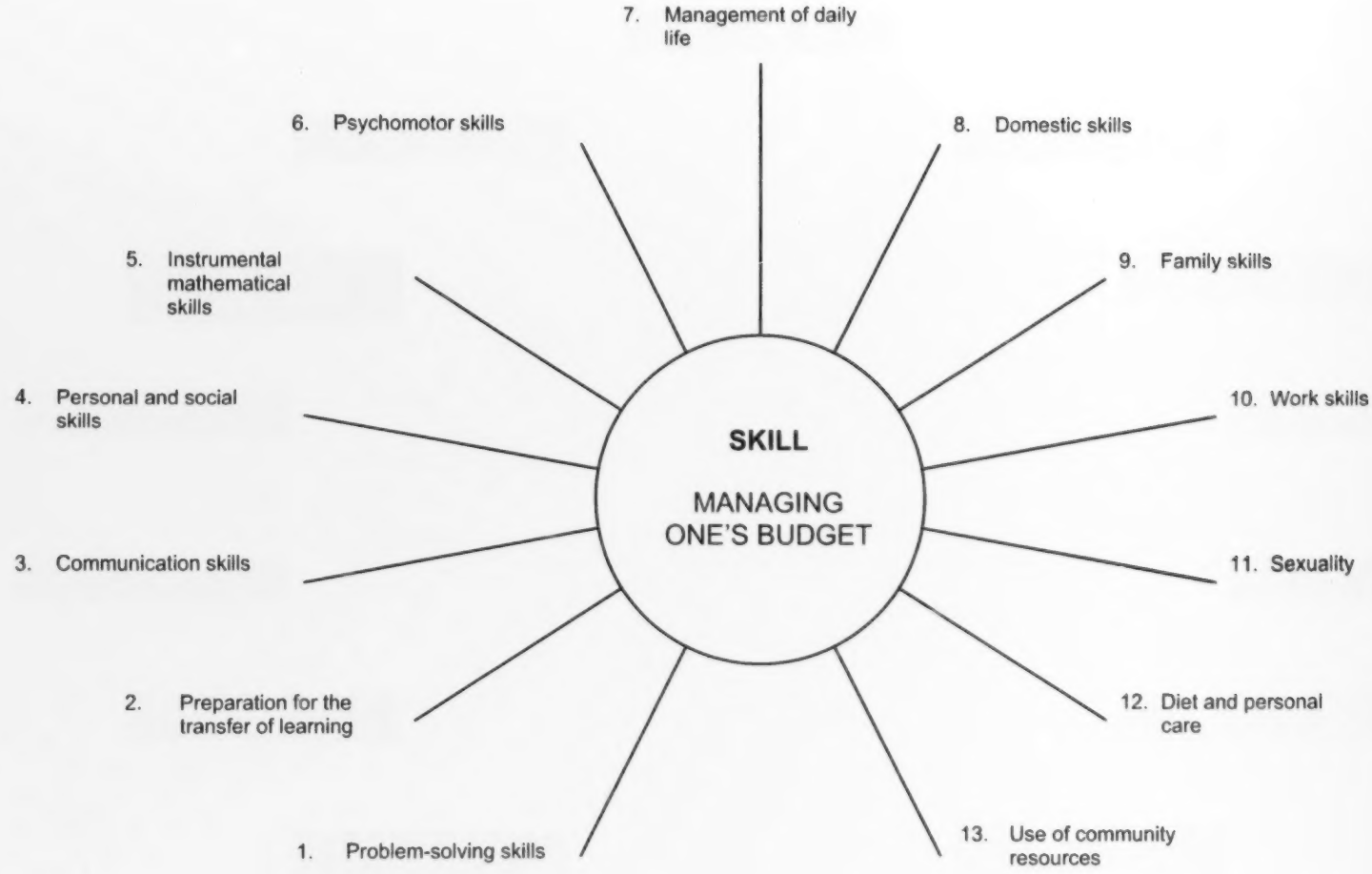
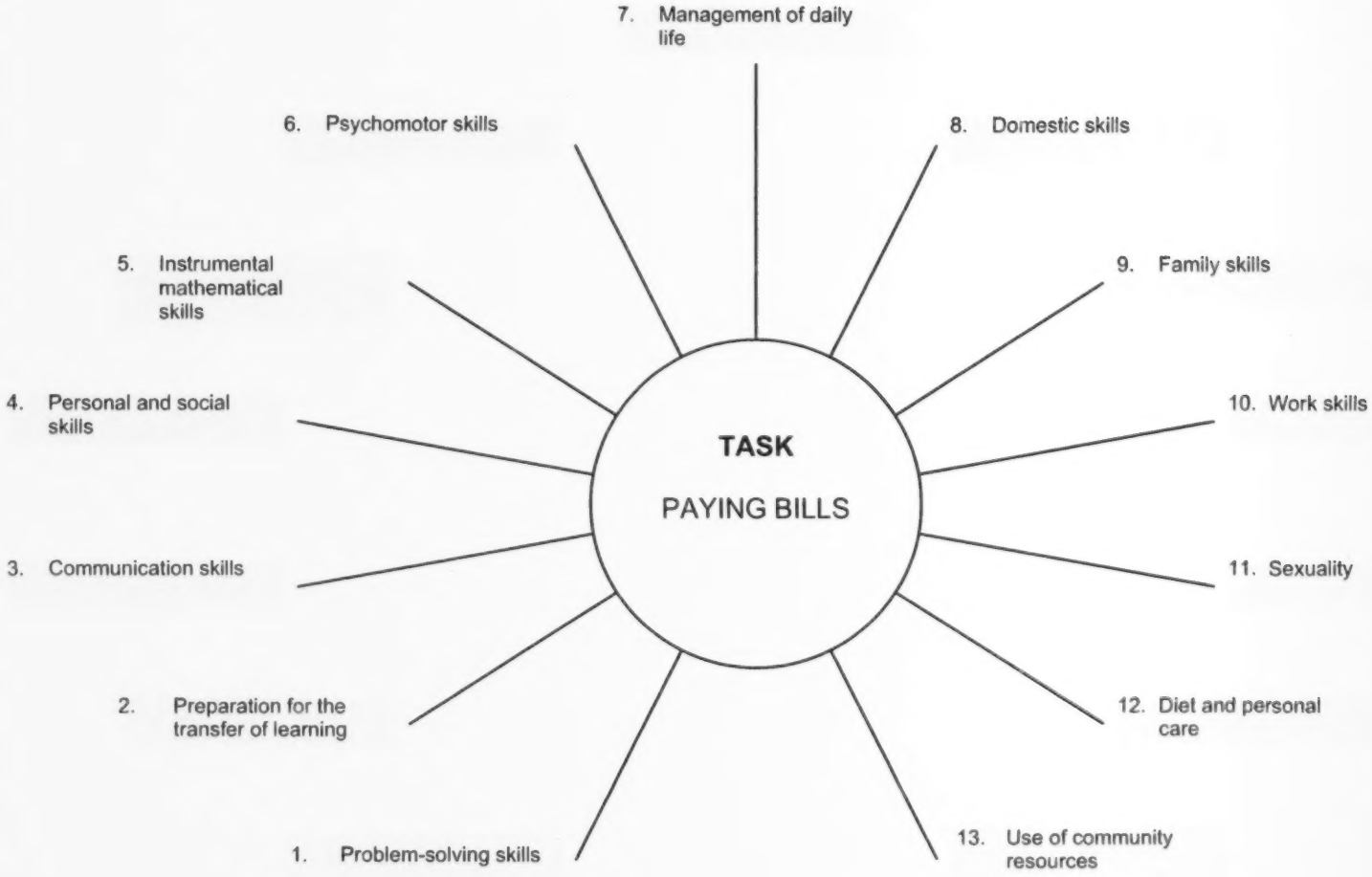


TABLE 18

Situation 3



9. Relations with partners: Frequently asked questions

The Social Integration Services program stresses cooperation and sharing of responsibilities with partners in providing support and guidance for the adult learners. However, building such a relationship is complex and sometimes difficult.

Table 3, on page 20 of the *Social Integration Services Organization Guide*, provides basic information for establishing cooperation and sharing of responsibilities with partners. Table 4, on pages 21 and 22, provides examples of arrangements for cooperation and sharing of responsibilities.

Beyond this information, relationships with partners may be filled with tensions resulting from a variety of factors: role conflicts, different values of the environments, different conceptions of school, availability of various persons, an overprotective or rejecting attitude toward the adult learners, lack of confidence in the adults' capacity for development, prejudices concerning the partners, etc.

The following are the situations that most often arose in everyday relations with partners during testing in the school boards of Québec. What would you do in these situations?

— You find yourself with four partners, each of whom makes demands concerning training.

— The partner sees no need for the adult to transfer the learning. After all, the adult seems so happy at school.

— The partner does not understand what the adult has to do in his or her own environment.

— The partner agreed to cooperate at the beginning, but does very little.

— The partner does not believe in the adult's capacities even though they have been demonstrated.

— The student's parents are too involved in the student's life.

— A conflict of values arises between you and the student's environment.

— You perceive an essential training need but the student's environment does not agree.

— A partner hampers or exploits the student.

In each of these situations, what actions would you take? What means of communication would you establish?

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10. Assessment of your self-training

Have you attained your objective in self-training and reflection?

How can you determine whether or not you have attained your objective?

What helped you in your process of self-training?

What areas could you explore further?

How will you transfer your learning to your working life?

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Best wishes for continued progress!

Correction Key

2. The aim of social integration services

Social integration services

Meaning	Consequences
The aim is to help adults acquire learning that will enable them to integrate socially, taking into account the fact that social integration is the responsibility of the person taking action to integrate himself or herself.	The adult learners are responsible for their social integration. The teacher's role in social integration services is to prepare the adults for social integration in the context of an educational mission rather than that of a psychosocial intervention.

Adults with adjustment difficulties of a psychological, intellectual, social or physical nature

Meaning	Consequences
The adult learners are people experiencing adjustment difficulties in one or more areas. They are not defined by a medical or psychosocial diagnosis or by a handicap or social label of any kind.	Services may be provided for various clienteles with adjustment difficulties involving their personal characteristics. The adjustment difficulties of the adults targeted are often associated with learning problems. It is possible to deal with the adults' social adjustment difficulties without dealing with their psychological, intellectual or physical difficulties. While there are many people with handicaps in social integration services, the service is provided on the basis of the nature of their difficulties and social disadvantages, and not their category of impairment.

Access to individualized learning

Meaning	Consequences
Because of their adjustment difficulties, needs and characteristics, the adults need learning that is an appropriate response to their social integration project, their individual situation and their way of learning. Thus the learning is individualized for each adult.	The adults need a series of objectives that are appropriate to their social integration project, their social situation and their way of learning. In the context of customized training, as the adults' learning progresses, the teacher should select appropriate terminal objectives from the learning menu of social integration services. These objectives are combined in each student's list of objectives. See the *Social Integration Services Program*, section 5.2.4, page 34.

Acquisition of basic skills

Meaning	Consequences
These skills are functional skills required for social integration. They are mastered in concrete everyday situations in accordance with the mode of social integration, which involves either minimal or functional autonomy. They are considered basic skills in relation to the skills in general education for the following reasons: — The content of the learning is functional and is dealt with according to the person's situation. — The cognitive processing of information demanded of the adults is simpler than in secondary-level general education.	Students who have acquired the basic skills for social integration should be directed to other instructional services where they can develop literacy skills, acquire a secondary school diploma or prepare for sociovocational integration.

Activities and role in society

Meaning	Consequences
These activities and roles in society involve functions and tasks carried out by responsible adults in accordance with the expectations of society. In social integration services, they are part of a mode of social integration involving either minimal or functional autonomy. It is possible that an adult may only be capable of carrying out part of the functions and tasks related to a social role, particularly in the mode of social integration involving minimal autonomy.	The exercise of the activities and roles in society implies the application and transfer of learning in daily life. In the preparation for social integration, the program and the teaching practices should be directed toward social integration and focused on preparation for the transfer of learning.

Where applicable, the pursuit of further studies

Meaning	Consequences
The direct goal of social integration services is not to prepare adults for further studies. However, certain adults may acquire basic skills that allow them to integrate socially into a school context.	The basic skills developed in social integration services may constitute prerequisites for integration into other instructional services.

3. A program that demands a paradigm shift

Social integration

"Social integration is a complex operation leading to the exercise of adult social roles, in their concrete, functional aspects, with respect to the spheres of personal, social and school life, and with respect to work."

Social Integration Services Program, p. 17

Adult social role

"An adult social role is characterized by functions and tasks carried out by adult individuals, responsible for themselves, in accordance with the expectations of the society."

Social Integration Services Program, p. 22

Outside partners

"The outside partners are qualified, available persons who are important for the adults, and committed to guiding and supporting the adults in their learning process in the SIS program.

"An outside partner can be, for example, one or more of the following:
- an official in a community organization
- a professional in the health and social services network
- a volunteer or a friend
- a natural or foster parent
- a member of the family"

Social Integration Services Program, p. 18

The role of the partners

"The role of the outside partners is to assist the adults in choosing their objectives, going through the education process and transfering learning to daily life."

Social Integration Services Program, p. 18

4. Clienteles targeted by the program

What is a learning and social adjustment difficulty?

"A learning and social adjustment difficulty created by a disability is an obstacle to the performance of a learning or social adjustment task. It makes the task or part of the task difficult and even impossible to carry out under conditions and limitations that are considered normal."

Social Integration Services Program, p. 22

6. Transfer of learning and preparation for transfer of learning

Basic information

— What condition is required for social integration training to be given?

"Social integration education should only be given if the possibility and the means for the transfer of learning exist."

Social Integration Services Program, p. 17

— What is the transfer of learning?

"The transfer of learning to the adults' own environments consists of the application of learning in everyday situations in order to integrate socially."

Social Integration Services Program, p. 17

— What requirement ensures that the transfer of learning is maintained?

"Use of the skills acquired and developed should always be required."

Social Integration Services Program, p. 17

— Who is responsible for the transfer of learning? Why?

The transfer of learning is up to the adults, with support from their environment.

"The adults are the prime agents of their education, of the transfer of learning and of their social integration, for which they are responsible."

Social Integration Services Program, p. 17

— When the program is implemented, at what point should you plan the transfer of learning? Why?

The transfer of learning should be planned before training.

The transfer of learning takes place after learning.

Social Integration Services Program, p. 17

— What is meant by the adults' *own environments*?

"Their own respective environments are the living environments in which the adults exercise their social roles: family and community environments, and those related to work and educational activities."

Social Integration Services Program, p. 18

— What is the role of the school board in the transfer of learning?

"The role of the school board is to prepare the adults for the transfer of learning by providing them with the required education."

Social Integration Services Program, p. 17

— What is the role of the teacher?

The role of the teacher is to prepare the adults for the transfer of their learning:

- by selecting from the learning menu objectives for which possibilities and means for the transfer of learning exist
- by using a variety of situations and environments for learning
- by using field 2, preparation for the transfer of learning

Social Integration Services Program, p. 34 (objective 5.2.4) and p. 43

— What is the role of the partners in the transfer of learning?

"The role of the outside partners is to assist the adults in choosing their objectives, going through the education process and transferring learning to daily life."

Social Integration Services Program, p. 18.

— What do the partners facilitate by their guidance and support?

By their guidance and support, the partners facilitate the adults' adaptation to their environments and the adaptation of those environments to the adults.

— What is the responsibility of the adults in the transfer of learning?

The adults are responsible for preparing for the transfer of learning.

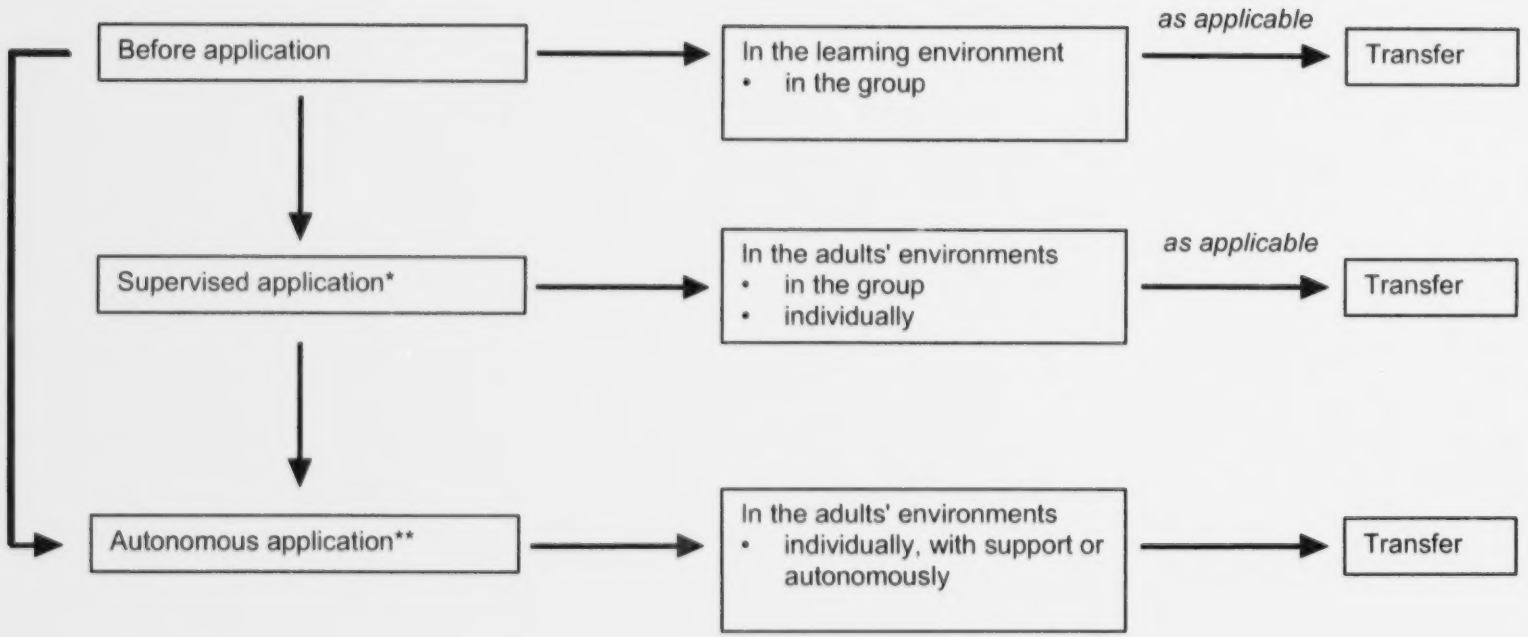
— What is the responsibility of the school board after the transfer of learning?

"While the transfer of learning to the adults' own environments takes place out of the teacher's presence, the school board still has the responsibility to obtain the cooperation of the partners, especially in getting information on the results of the transfer of learning to the adults' environments. This makes it possible to be sure that the learning process has been completed."

Social Integration Services Organization Guide, p. 17.

TABLE 12

Sequence of application in field 2, preparation for the transfer of learning



NOTE: * The application of learning is carried out under the teacher's supervision.
** The application of learning is carried out autonomously by the student, without the presence of the teacher.

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